

## **Abstract**

**Name:** Implementation of project activities into the teaching of regular subjects of Adapted Physical Activity.

**Objective:** The aim of the thesis is finding out the current state of implementation of project activities into the teaching of regular subjects of APA, examining the students experience with project-based learning, their opinion on project-based learning and the impact of project-based learning on students and their professional and personal life. Furthermore, to present opinions, ideas, experiences, comments and perspectives of students to practising pedagogues and professional public in order to improve attitude to project activities in APA.

**Methods:** We will use theoretical qualitative research phenomenological conception. To achieve our objectives was used a literary analysis, which introduces theoretical bases in relation to APA, pedagogy and philosophy and self-opinion survey containing 46 closed and open questions focused on experience, opinion and attitude towards project-based learning among 15 contemporary and former students of APA who were intentionally selected. The group form of testing includes 12 women and 3 men.

**Results:** The results of the survey show the positive experience with project-based learning among students, the enriching impact of project-based learning on students and the necessity to combine theoretical knowledge with its practical application.

**Conclusion:** The research showed the usefulness and importance of including project activities into the teaching of regular subjects of APA. The results of the survey for APA students show that their experience with project-based learning has enriched them and that all respondents would continue in implementation of project activities into the teaching of regular subjects of APA.

**Key words:** Project-based learning, learning by doing, adapted physical activity, pragmatism, John Dewey, William H. Kilpatrick, special education, philosophy, Vojmír Srdečný, EUDAPA.